



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

**THIS DOCUMENT IS** a statement of the aims, principles and procedures for attendance at Elms Farm Primary School.

**IT WAS DEVELOPED** in summer 2023.

**IT WAS APPROVED** by the governing body in September 2023.

**REVIEW:** every two years.

## STATEMENT OF INTENT

Elms Farm Primary school believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

Attendance is essential to our key value of 'Ambition'. We are dedicated to providing a climate where pupils understand the importance of good attendance in realising their own ambitions and achieving well.

We are committed to support our school community through high expectations and supporting those through positive relationships and understanding of our local context. Elms Farm Primary School values all children. As set out in this policy we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right service at the right time to try to resolve any difficulties.

The Attendance Leader and Senior Leadership Team will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success! Attendance concerns will be raised with parents if reasons are not known by the school, e.g. a long period of illness, this information may be shared with the Local Authority following concerns. Where we have concerns, or lack of engagement from families to improve attendance, we will follow the schools escalated approach to improving attendance. The schools escalated approach is child-centred and prioritises support and developing strong working relationships with families. We will use the early help process to provide support prior to escalation and consider how we can work with families to enable your child to access their right to education.

Our aim is to always to work in partnership with parents and any referral for consideration of a penalty notice is deemed to be a last resort. Attendance figures for each child will be reported to parents as part of the annual report, we will also share a child's attendance profile if we have concerns regarding a child's attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for children groups, this will be closely monitored for support and reported to the Governing Body.

To support good attendance, we are committed to:

- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is complete by every class teacher each day. This further supports our approach to safeguarding within the school.



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- Take safeguarding seriously and we will always contact parents & carers on the first day that your child is absent from school. If your child arrives late after the close of registration, we will record their arrival at reception and transition the child to class.
- Consider any requests for leave in term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Local Authority of children whose parents have notified the school in writing and have opted for Elective Home Education.
- Work closely with the School Attendance Support Team.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.
- Promoting and modelling good attendance behaviour.
- Ensure equality and fairness of treatment for all.
- Implementing our policies in accordance with the Equality Act 2010.
- Early intervention and working with other agencies to ensure the health and safety of our pupils.
- We work with families to lead to improvements in attendance through pastoral support.

## 1.0 LEGAL FRAMEWORK

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2020) 'School attendance'
- DfE (2022) 'Pupil Attendance in Schools' & 'Working Together to Improve School Attendance'
- DfE (2015) 'Child performance and activities licensing legislation in England'
- DfE (2021) 'Keeping children safe in education (2023)'
- DfE (2016) 'Children missing education'
- DfE (2021) 'Improving school attendance: support for schools and local authorities'

1.2 This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behaviour & Anti-Bullying Policy
- SEND Behaviour Policy
- Children in Care Policy
- Children Missing in Education Policy
- Pupils with Additional Health Needs Attendance Policy



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## 2.0 WHOLE SCHOOL APPROACH TO ATTENDANCE

2.1 Securing good attendance cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the Curriculum Leader, SENDCo and Senior Leadership Team to facilitate a whole school approach. This is reinforced by our school Motto:



## 2.2 Strategic Approach: The 5 Foundations of Attendance:

Elms Farm Primary School adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive.

The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

## 2.3 Aims of the 5 Foundations:

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE attendance paper.



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## 2.4 Objectives:

- create an ethos within the school in which good attendance is recognised as the norm and every child aims for excellent attendance.
- make attendance and punctuality a priority.
- set focused targets to improve individual attendance and whole school attendance levels.
- embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.
- record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- develop a systematic approach to gathering and analysing relevant attendance data.
- provide support, advice and guidance to; parents, children and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.
- Demonstrate, using rewards, that the school recognises good attendance and punctuality are achievements in themselves.

## 2.5 Foundations of Effective Attendance Practice:

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better.

We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



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## **Foundation 1** **Whole School Thinking** **Culture & Climate**

*The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.*



## **Foundation 2** **Supportive Policies,** **Systems and Processes**

*The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.*



## **Foundation 3** **Professional Learning** **Staff Development**

*The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.*



## **Foundation 4** **Implement Targeted** **Programmes And Intervention**

*Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.*



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Foundation 5  
Connect Appropriately With  
Approaches To  
Behaviour Management

*Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.*



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## 2.6 Meeting guidance in DFE: Working Together To Improve Attendance 2022.

DFE Summary of Expectations	 Foundation 1 Whole School Thinking Culture & Climate	 Foundation 2 Supportive Policies, Systems and Processes	 Foundation 3 Professional Learning Staff Development	 Foundation 4 Implement Targeted Programmes And Intervention	 Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	



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## 3.0 WORKING WITH PARENTS AND CARERS

3.1 Parents are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably always remembering the welfare and safety of the child is the paramount concern.

3.2 The term 'parent' includes those who are not a natural parent but have parental responsibility for the child as defined by the Children's Act 1989 or have care of the child as defined by the Education Act 1996.

3.3 Elms Farm Primary School recognises that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school. Parents should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school to identify any additional early help that may be required. Safeguarding is a priority, concerns for any child at any time will be reported to the Designated Senior Lead for Child Protection.

3.4 Some children are more likely to require additional support to attain good attendance, for example, children who are vulnerable, have a medical need or EHCP plan will be monitored and supported in school. At Elms Farm we will proactively identify and follow up on a child's non-attendance and gather information about the child. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

### 3.5 Absences:

- Absence can only be authorised by the school; parents do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the child's absence has been received. In the first instance contact from the parent will be accepted as evidence. However, if a child's attendance continues to cause concern, parents may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in the form of an appointment card, prescriptions etc. Absence may be coded as unauthorised without evidence.
- Parents should wherever possible make all medical and dental appointments outside of the school day. Where this is not possible, children should attend school for part of the day. Appointment cards should always be provided as evidence of medical/dental appointments.
- Unless parents have provided a satisfactory explanation and it has been accepted by the school absence will not be authorised.



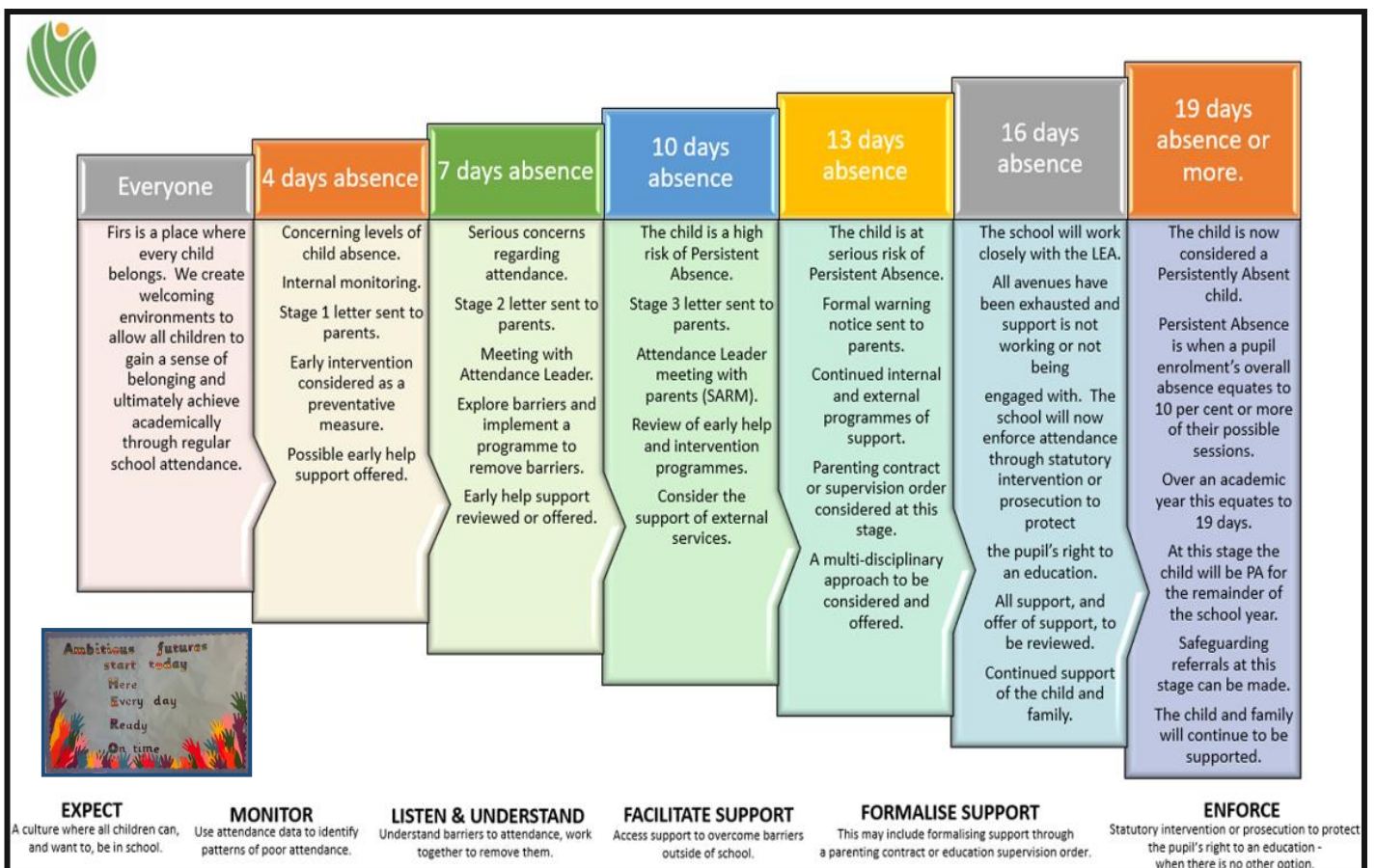
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## 3.6 The Attendance Officer will initially:

- Check records, including any from other schools which the child has attended previously.
- Discuss with staff how the child is coping with the curriculum
- Speak to the Special Educational Needs Coordinator to establish whether the child is on the Special Educational needs register.
- Take into account the voice of the child and understand any difficulties, e.g. curriculum or bullying and their views on the issue could be addressed.

3.7 Children whose attendance falls below 90% are Persistently Absent from school, where a child falls under 50% attendance the child will be classified as a Severely Absent child. Ultimately this will indicate that all intervention, and support, offered by Elms Farm Primary School has not made the expected impact to improve overall attendance. Where attendance remains a concern and all other interventions and support have not made a significant impact, we will escalate with external partners.

3.8 **Attendance Support Map:** We will always support children during each stage of our Attendance Support Map. If there is lack of engagement, or concerns regarding the reason for absence, we will follow the Attendance Map to ensure we prioritise a child's learning and right to education.





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## 4.0 CONTACT ON THE FIRST DAY OF ABSENCE

4.1 We expect our parents to make contact at the earliest opportunity on the first day of any absence. We will always contact you via text message or by calling you. Where we have on-going concerns regarding your child's attendance, we will visit your home address and write to you. We may even invite you to meet with a member of staff to discuss any on-going concerns regarding attendance. It is important that you talk to us first; you are legally responsible under Education Act 1996 for ensuring that your child is in school every day and on time. If we cannot make contact with you, we will continue to make announced and unannounced home visits, regarding any concerns we may have surrounding attendance.

## 5.0 AUTHORISED/UNAUTHORISED ABSENCE

5.1 The school will only authorise absence for the following reasons:

- Illness
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave-evidence must be provided
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

5.2 There are absences which will not be authorised by the school. Examples of these include:

- A child's/family member's birthday.
- Shopping for uniform.
- Having their hair cut.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease.
- Leave during term time taken without authorisation of the school
- Head lice – let the school know and letters will then be sent to all parents in a confidential manner.

5.3 Religious observances: The school will take advice from local religious leaders of all faiths and the Local Authority to establish the appropriate number of days of absence required for religious festivals. Parents will be required to inform the school in advance if absences are required for days of religious observance.

5.4 Young Carers: The school understands the difficulties that face young carers, and will endeavour to identify young carers at the earliest opportunity, as well as through their time at the school. A caring and flexible approach will be taken to the needs of young carers and each pupil will be examined on a case-by-case basis, involving other agencies if appropriate. The school, in conjunction with relevant authorities, will implement support for pupils who are young carers, to encourage their sustained and regular attendance at school in line with the school's expectations.



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## 6.0 PUNCTUALITY

6.1 Doors open for children at 08:40am, the class register will close at 09:05 am. Children arriving after the close of registration will be recorded as late. Late marks will not be authorised **and will count as an absence for the school AM session**. Punctuality is recorded and this will be added to your child's record of attendance, a letter will be sent to parents every half term regarding attendance concerns of a child. If a child arrives at school from 09:15am they will be U coded.

6.2 The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

6.3 The absence will be recorded as unauthorised if a child has arrived late without justifiable cause, for example they woke up late or were waiting for their uniform to dry.

## 7.0 LEAVE DURING TERM TIME

7.1 From 1st September 2013, the Government amended the England (Pupil Registration) (England) Regulations 2006. Head teachers may only grant leave in '**exceptional circumstances**' only. Elms Farm Primary School observes Birmingham City Councils 'Leave in Term Time Guidance for schools and Academies'.

7.2 Parents wishing to apply for leave during term time must send a written request for the attention of the Headteacher before making any arrangements. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each leave during term time request will be considered on an individual basis.

7.3 If a child fails to return and contact with the parent has not been made or received, school may take the child off the school's roll in compliance with the Education (Pupil registration, England) Regulations 2006. This means that the child may lose their school place.

7.4 If the permission to take leave is not granted and the child is still absent from school, the absence will be unauthorised. In such cases the school may consider legal action.

7.5 Only in exceptional circumstances will absence be agreed. In such cases, consideration will be given to the cultural needs and the family circumstances, such as minority ethnic children returning to their country of origin. In these cases, granting leave for longer periods than normal may be considered justified. In all cases though, parents will be required to justify why the leave needs to be taken during term time.



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## 8.0 TRANSITION FOLLOWING LONG TERM ABSENCE OR ILLNESS

8.1 Absence can significantly interrupt the continuity of children's learning.

8.2 During any long-term absence due to illness, we will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring your child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- The Class Teacher and Teaching Assistant will support a child when returning to class and help them with any work they may have missed.

## 9.0 USING ATTENDANCE DATA

9.1 Children's attendance will be monitored and shared with other agencies and the DfE.

9.2 Weekly attendance meetings will be held between the Attendance Leader and the Senior Management Team. Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

9.3 Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

9.4 It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

## 10.0 PERSISTENT ABSENCE

10.1 We aim to communicate the importance of attendance with parents and children. We have a particular focus on reducing Persistent Absenteeism at the school. The Persistent Absence threshold for children is currently 10% and Ofsted will use this threshold in its inspection of schools.

10.2 The threshold means that any child will be classed as Persistently Absent when they have missed 38 or more sessions. This equates to **19, or more, missed days** during the academic year - which is as little as 6 days over each of the three Terms. This also equates to the equivalent of 1 day of absence, or more, a fortnight across a full school year. We will use a 19-day tracking system to make you aware of the number of days your child has missed in education. This will allow us to work together to reduce the number of days and attempt to prevent your child from reaching this number.



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10.3 Once a child has reached 38 sessions, or 19 days absence, they will be classified as Persistently Absent from school and we will report this to the Local Authority and follow external legal proceedings.

### 11.0 STATUTORY DUTY

11.1 Section 7 of the Education Act 1996 states that the parent of every child of compulsory school age receive efficient full-time education suitable to their age, aptitude and ability and any special educational needs they may have, either by regular attendance at school or otherwise.

11.2 A child is of compulsory school age at the beginning of the term following their 5th birthday.

11.3 Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. Elms Farm Primary School recognises Birmingham City Council's 'FastTrack on Attendance' and will implement prosecution where it is fair and equitable to do so.

11.4 In accordance with the regulations regarding pupils' attendance at school, Elms Farm Primary School keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent. The marks are electronically processed and stored on the school's central administrative system SIMS. This information is shared with the Department for Education.

### 12.0 LEGAL SANCTIONS

12.1 There are several sanctions that school can take to address the issue of non-attendance. To try and identify the reason for absence we will always talk to you first to identify the reason for absence. First will always ensure the escalated process map is followed, focusing on the support a child needs at each stage (please access on the school website). However, for lack of engagement in attendance support there are sanctions that will be followed:

12.2 Penalty Notices (Anti-Social Behaviour Act 2003) will be considered when:

- A child is absent from school for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A child has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve

Penalty Notices will be used in accordance with Birmingham City Council Code of Conduct.



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12.3 Prosecution: Where intervention through the school's process fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring their child's attendance at school.

12.4 Section 4441(a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

12.5 Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders • Fixed penalty notices

### 13.0 CHILDREN MISSING IN EDUCATION

13.1 Children Missing IN Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

13.2 CME includes those children who are missing (family whereabouts unknown), and are children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

13.3 It is our responsibility as a school to work with the LA Education and Inclusion team, by making referrals.

### 14.0 CELEBRATING SUCCESS

14.1 At Elms Farm, we feel it is important to reward children who have achieved good or improved attendance. The Attendance Leader works with our E.F.P.S. Ambassadors to decide on attendance rewards. Within Attendance Improvement Plans, individual rewards may be used for increased levels of attendance.



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14.2 We notify parents of our whole school attendance percentage in our newsletter and advise you when we have school attendance campaign weeks. The weekly 96% Attendance challenge allows classes to celebrate their collective attendance successes. When a class achieves 96% or above, they will receive a reward.

14.2 We will always challenge falling attendance and reward improvements. We are committed to the future of all children that attend Elms Farm Primary School, and by working in partnership with the school community we believe that together we can achieve more.

### 15.0 ROLES AND RESPONSIBILITIES

#### 15.1 The governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

#### 15.2 The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

#### 15.3 Teaching Staff are responsible for:

- provide a good example by always being punctual to registration and meeting children at the door – providing a welcoming environment;
- keep an accurate and up-to-date register of attendance;
- follow the Attendance Policy procedures when dealing with absences and punctuality;
- maintain swift action and effective communication with year leaders, phase leaders, Assistant Head Teachers and/or School Attendance Leaders on all attendance matters concerning the tutor or class group;
- ensure that children and young people are aware of the importance of the school attendance target and their own individual attendance targets - where appropriate assist them in monitoring their own attendance rates;



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- ensure children receive rewards in relation to attendance and punctuality success – aligned to the Attendance Policy;
- build a welcoming atmosphere in the classroom and provide support as necessary when children return after an absence.
- promote good attendance through good relationships and promoting on Class Dojo

### **15.4 The Pastoral Team are responsible for:**

- ensure that their team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
- ensure that rewards and sanctions for attendance and punctuality follow agreed procedures and align to the school's Behaviour and Attendance Policy;
- monitor and track the attendance of vulnerable groups;
- monitor the attendance of individual tutor groups and class groups, following up with irregular patterns of absenteeism that are not being effectively addressed;
- liaise effectively with the Attendance Leader and work together on ensuring that appropriate action is taken in the management of absenteeism and poor punctuality;
- have attendance as a regular item during pastoral meetings;
- ensure contact is made with parents of poor attendees – always placing support before sanction.

### **15.5 The Attendance Leader is responsible for:**

- ensure that data is input daily into the attendance management system;
- ensure that parents of absent children are contacted where notification of absence has not been received;
- respond to any parent seeking support on attendance concerns;
- provide regular attendance and punctuality data for relevant staff and external agencies in line with the agreed procedures and timescales;
- be responsible for disseminating important attendance information including informing the Attendance Leader of which children are of concern; in-line with the agreed procedures and timescales;
- be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parents;
- be responsible for liaising closely with the Local Authority's Attendance Team to ensure appropriate levels of intervention take place; referrals are made, and attendance meetings are set up;
- be responsible for managing and maintaining attendance records and systems.
- Identify any patterns, trends or triggers for absence



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- Report to the Senior Leadership Team & stakeholders
- Prepare and deliver attendance rewards, including assemblies.

## 15.6 Parents and Carers are responsible for:

- Keeping their contact details up to date via SIMS Parent App
- Parents are legally responsible for ensuring their children attend the school regularly and may risk prosecution if they fail in this responsibility.
- Parents should ensure that their children arrive at school on time, with the correct equipment and in full school uniform.
- Parents should support the school by avoiding, if possible, non-emergency medical/dental appointments for their child during Academy time.
- Parents should be aware that they do not have the automatic right to take their child out of the school for a holiday during term time.
- It is the parents' responsibility to inform the school of the reason for a child's absence on the first day of absence and in line with the school's procedures for informing of absence.
- All unexplained attendances will be monitored and parents will be kept informed about any attendance concerns relating to their own child.
- Parents are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns.

## 15.7 Pupils are responsible for:

- All children should aim to have an excellent attendance and punctuality record for which there will be appropriate rewards.
- All children are expected to be on the school site on time and ready to learn. Children are expected to be punctual to all lessons and registration.
- Children who arrive at school late must follow the correct procedures for recording their lateness and entering their lesson.
- Children who need to leave school for a medical appointment must follow the correct procedures for recording that they have permission to leave and have left the building.
- Children must not leave the school site without permission, 'truant'; this will be seen by the school as a Safeguarding concern as well as a Health and Safety concern.

## 16.0 LEAVE DURING LUNCH TIMES

15.1 Parents may be permitted to take their child away from the school premises during lunch times with permission from the headteacher – it is at the headteacher's discretion as to whether a pupil will be allowed to leave the premises.



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15.3 Parents will submit a written request, outlining the reasons for their child to leave the premises during lunch time – this request will be submitted to the headteacher. The headteacher will consider the request and will invite the parent into the school for a discussion regarding any concerns, as well as the timely return of their child at the end of lunch time and their child's behaviour when not on the school premises. The headteacher reserves the right to grant or refuse a request and will inform the parent in writing of their decision within one week of the request.

15.4 Where permission has been granted, the headteacher will ensure a photo lunchtime pass is printed for the pupil and will include the pupil's name on the off-site register.

15.5 Pupils will leave the school premises within 10 minutes of the start of lunch and will return no later than 5 minutes before the end of lunch.

15.6 Parents will be required to meet their child at the school office when taking them off the premises – the pupil will be signed out and back in using the lunch time register at the school office. A member of staff will be available at the school office before the pupil leaves the premises and upon their return to sign them back in. No pupil will leave the premises before the member of staff has given their permission.

15.7 If a pupil is expected to be leaving the school premises, they are required to do so – pupils will go home as soon as they leave the site and will not loiter outside the premises. If a pupil expected to leave no longer has reason to do so, e.g. a medical appointment is cancelled, they will inform a member of staff at the school office immediately.

15.8 The headteacher reserves the right to withdraw their permission at any time – this may occur, for example, where there are attendance concerns. Any decision to withdraw permission will be in writing, explaining the reasons for the headteacher's decision. If permission is withdrawn, parents will not be entitled to appeal the decision. Parents will be able to withdraw their request at any time – the request will be submitted in writing to the headteacher.

15.9 Permission will be updated on a termly basis – letters will be sent to parents at the beginning of each term to confirm whether they would like their request to continue.

### 16.0 COLLECTION OF PUPILS AT THE END OF THE SCHOOL DAY.

20.1 All pupils under 10 years of age who attend Elms Farm Primary school MUST be collected by a responsible adult over the age of 16. Any arrangements for infant children to be collected by anyone under the age of 16 must be made prior in writing to the Head Teacher. The school day ends at 3:25pm infants and 3.30pm juniors. Parents and responsible adults collect their children from the allotted outside door. If arrangements for a child's collection from school change, parents must inform school by telephone **before 1pm** so that the Class Teacher and child can be informed whilst there are two people manning the Office.



## ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

20.2 If a child is still awaiting collection at 3.40pm then the Class Teacher or Teaching Assistant will take them to the school office. If a child has still not been collected by 3.50pm then the school office will attempt to contact parents to arrange for their child's collection. Parents of children who are regularly collected late will be contacted by the Attendance Lead to discuss this situation. A referral may also be made to Social Services.

20.3 For children whose parents cannot, or who refuse to come immediately Elms Farm Primary School follows the Local Authority guidance in these matters. These are as follows:

- The school will continue to attempt to contact parent/carers until 16.30. If contact cannot be made or parents/carers refuse to collect their child by this time Social Services will be contacted.
- If the child has still not been collected by 17.30 then arrangements will be made for Social Services to take the child to a "Place of Safety".

**Signed**

**Chair of the Governing Board**

**Date:**

**Review Date:**



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

## APPENDIX 1: REGISTRATION CODES

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Authorised absence
- E = Excluded but no alternative provision made
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Gypsy, Roma and Traveller absence
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- Y = Exceptional circumstances
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.